980

Youth Conservation Corps

Tenth Anniversary Report

1980 Program Year

United States Department of the Interior

United States Department of Agriculture

Forest Service

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This report has been prepared jointly by the Secretary of the Interior and the Secretary of Agriculture for submission to the President and the Congress under the provisions of Section 5, Public Law 93-408, approved by the President September 3, 1974.

Washington, D.C.
January 1982

U.S. Department of the Interior
Office of Youth Programs

U.S. Department of Agriculture
Forest Service
Human Resource Programs

The Youth Conservation Corps (YCC)
is an equal opportunity employer.

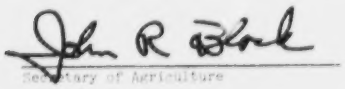
Introduction

The 1980 Program Year

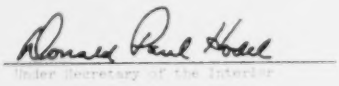
For the past 10 years, the Youth Conservation Corps (YCC) has helped to develop and maintain our natural resources by providing employment opportunities to young men and women aged 15 through 18. This program offers young people meaningful work and educational benefits. From an applicant pool, participants are randomly selected without regard to race, sex, religion, or ethnic background. These young people hold their YCC experience in high esteem because they can earn and learn in an outdoor environment.

The 1980 report emphasizes the program's 10th anniversary by describing some of the noteworthy accomplishments that have typified YCC over the years. This narrative discusses the history of the YCC, its joint administration by the Departments of Agriculture and the Interior, and the State grant component. The report describes much-needed conservation work projects on public lands. It documents the fact that, over the past 10 years, the YCC has accomplished work projects valued at $0.94 for every dollar spent on the program. Representative projects from all regions of the country are highlighted, including special programs for the handicapped. Results of studies of long-term benefits to the program, participants, and the community are presented. In addition to 1980 program year accomplishments, a statistical overview is provided.

In the last decade, more than 213,000 youths have participated in residential and nonresidential camps and been exposed to a constructive work ethic. The YCC, through their efforts, has in turn contributed to the enhancement of the natural resources of the United States. This report describes that contribution.



Secretary of Agriculture



Under Secretary of the Interior

READEX FICHE best copy available

This time capsule contains YCC memorabilia from 1971 to 1980 and will be opened in 2000 A.D.

Historical Background

The 1980 program year marks the 10th anniversary of the Youth Conservation Corps (YCC). This program is jointly administered by the Secretaries of Agriculture and the Interior. YCC programs are operated on Federal lands under the jurisdiction of the U.S. Department of Agriculture, Forest Service, and five agencies in the Department of the Interior: the National Park Service, the Fish and Wildlife Service, the Bureau of Land Management, the Water and Power Resources Service, and the Bureau of Indian Affairs. YCC camps are also operated by the Governments of Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Trust Territory of the Pacific Islands in cooperation with the Department of the Interior. In addition, YCC camps are operated by the Department of Defense on military bases and by the States on non-Federal public lands.

Public Law 91-378 established the YCC as a pilot program on August 13, 1970. After 2 years of successful operation, on October 27, 1972, Public Law 92-597 expanded the pilot program and established a State grant component. The law specified that 30 percent of appropriated funds be made available to the States in the form of grants. In addition, no grant could exceed 80 percent of the cost of the project, with each State matching its grant on an 80-20 basis. On September 3, 1974, the YCC program was expanded and made permanent by Public Law 93-408.

Three equally important objectives, as reflected in the law, are stressed by both Departments. They are to:

1. Accomplish needed conservation work on public lands.

2. Provide gainful employment for 15- through 18-year-old males and females from all social, economic, ethnic, and racial classifications.

3. Develop an understanding and appreciation in participating youths of the Nation's natural environment and heritage.

Traditionally, one of YCC's main thrusts has been to perform a variety of work projects that relate to conserving the Nation's resources. These projects include constructing recreational facilities, controlling erosion, restoring historical edifices and monuments, planting trees, improving wildlife habitat, maintaining and constructing trails, improving timber stands, maintaining and improving local and State parks, clearing streams and channels, stocking fish, providing visitor services, constructing and maintaining range fence, and maintaining campgrounds. This report highlights only some of the many meaningful work projects that have been a part of the YCC experience.

Environmental awareness (EA) is another important component of the program. In order to prepare America's youth for the responsibility of maintaining and managing our natural resources, as mandated in the law, YCC participants devote one-quarter of their work time to EA activities. These activities range from field trips and talks given by natural resource management professionals to water quality analysis and plant identification. EA activities are integrated into work proj-

ects so the work itself becomes a learning experience. For example, a crew that is building a trail may discuss the properties of different soil types, the impact of various uses on various kinds of trail materials, and ways to manage those impacts.

Each camp is required to teach the elements of nature such as energy; water; land; air and living things; and the interactions of these elements in terms of cycles, relationships, and management. By the end of camp, most enrollees have absorbed this knowledge and started to develop a personal ethic based on increased awareness of environmental issues. EA activities also help enrollees develop an awareness of how personal actions and choices can affect the environment. Testing of YCC enrollees both before and after camp has demonstrated that participation in the YCC program produces increased awareness and understanding of the natural environment.

A YCC enrollee begins work on a water diversion structure to aid in trail resurfacing in Sequoia and Kings Canyon National Parks.

YCC corpsmember participates in an archeological excavation underway since 1978 at Grassy Mesa, Colo.

Significant Work Projects

The President's economic recovery message of March 10, 1981, proposed rescission of the YCC program as an integral component of his comprehensive economic plan for spending reductions. Congressional action modifying the President's position resulted in funding YCC at $26 million for fiscal year 1981. Fund allocations are as follows: $18 million for State grants, $4 million to the Secretary of the Interior, and $4 million to the Secretary of Agriculture.

Enrollees employed in Marion County, Ky., construct a picnic shelter.

Over the past 10 years, the Youth Conservation Corps has accomplished over a quarter of a billion dollars' worth of work projects on all types of public lands across the United States. In working to reduce the tremendous backlog of conservation work that exists on public lands, the YCC has been involved in a great variety of projects, including trail construction, wildlife habitat improvement, reforestation, visitor assistance, and recreational facility development. Projects range from large-scale efforts requiring the application of light-construction techniques and many cubic yards of cement to small ones requiring only handtools. YCC'ers have worked up to their knees in Georgia swamps, in the boiling 100-degree heat of the California desert, and along the crowded streets of downtown Philadelphia. America's youth from the farms, suburbs, and cities have raised blisters, been sunburned, and learned firsthand about poison ivy while working together to get the job done.

Despite the YCC's tremendous diversity—from Asian-American youth planting trees on a Pacific island to Chicano teenagers excavating an archaeological site on a Colorado mesa—there is a common thread running through YCC camps and projects across the country. It is the development of a work ethic, an appreciation of the value of a hard day's work. It shows in YCC'ers faces, whether they are building a trail on a battlefield in Virginia or banding geese at a wildlife refuge in Michigan. For the past 10 years, the YCC has been using hard work to build confidence and character, to turn strangers into friends, and to promote understanding. The op-

portunity to look back on a stretch of fence or a cleaned-up beach and experience a feeling of pride in work and in oneself is not available to many of our youth these days.

Too few young people in this country get the chance to create something lasting with their own hands, to give unselfishly of themselves for the benefit of others.

YCC work shows a young person that he or she can contribute, that he or she can do something worthwhile. The fact that the work undertaken by the YCC would not be accomplished otherwise and that it is vitally needed to preserve and maintain our natural heritage is only part of the story. A dollar value can easily be assigned to a brand new picnic area, a maintained trail, or a stabilized streambank. How do we measure the value to the young person of the work ethic instilled, the personal confidence gained, or the friendships made? Although the following pages list some of the YCC's outstanding work projects of the past 10 years, keep in mind that work accomplishment is only the tangible part of the benefits produced by the YCC.

YCC Accomplishes Work That Would Not Get Done Otherwise

During the summer of 1979, Big Basin Redwoods State Park hosted a YCC camp operated by the State of California. On one newly opened section of trail within the park, heavy visitor traffic was causing erosion problems. Park personnel determined that a footbridge across a small creek would carry hikers safely past the problem area. The park maintenance staff could not contract with a private firm to build the bridge or build it themselves because of manpower limitations and the inaccessibility of the site to motor vehicles. Based on a good work record in previous years at Big Basin, the YCC was chosen for the project. Since the bridge site was located 2 miles from the nearest road, all materials and tools had to be carried in by hand. The construction of the bridge took 6 weeks, with crews of 10 corpsmembers and 1 crew leader working 6 hours a day, 5 days a week.

Each of the five crews worked on different construction segments, with all 48 corpsmembers helping to carry materials to the project on three separate occasions. YCC'ers handcarried over 15,000 pounds of tools and materials down the trail. Many of the enrollees made two or three trips a day, hiking more than 10 miles to bring necessary materials to "their" bridge. Over 50 sacks of concrete weighing 70 pounds each and over 3,000 board feet of redwood lumber were used to build the bridge. More than 75 individual trips up and down the 2-mile trail were required to carry the lumber alone to the bridge location. Ten layers of 2- by 8- inch lumber were glue laminated to construct the massive 36-foot-long bridge beams. The beams were assembled near the bridge site and moved 50 yards to be put into place. Twenty-five YCC'ers safely lifted and carried each 1,800-pound beam to the bridge site; and, using block and tackle, they moved the beams across the creek and into position on concrete footings. The finished 36-foot, arched-beam footbridge, complete with handrails, now carries hikers safely across the small creek and shows the ability of the YCC pro-

gram to achieve results that otherwise would not be accomplished.

Corpsmembers at Big Basin carry 90-pound sacks of concrete down the trail from the nearest road to the project.

YCC Recreates the 1830's

For the past 7 years, the National Park Service has operated a YCC camp at Allegheny Portage Railroad National Historical Site. During that time,the major work project has been a full-scale reconstruction of a section of the historic circa-1830 Allegheny Portage Railroad. In the early part of the 19th century, no locomotive was powerful enough to pull a train over the Alleghenies to carry supplies to the expanding frontiers. Engineers devised a series of stationary engine houses to pull trains up the mountain and to lower them down the other side.

YCC enrollees, using no power tools or modern machinery, have created a 400-foot, double-track section of Incline #6 to historic spec-

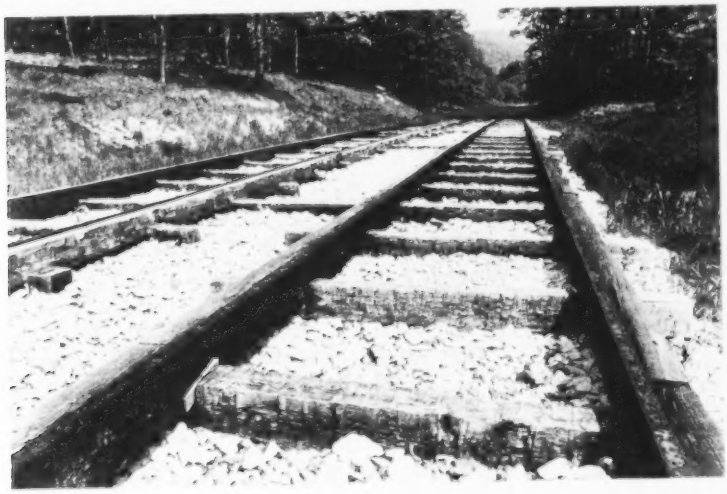
Corpsmembers nail down the planking on the 36-foot, bowed-beam footbridge.

ifications to help interpret this unique bit of railroad history. YCC'ers placed the ballast on which the track is laid, alined the tracks to the historic 10-percent grade by hand, hewed the 8- by 8-inch oak stringers with handtools for an 1830's appearance, drilled the strap rail, and drove the spikes. The completed job is estimated to be worth over $150,000 in labor and materials—quite an accomplishment for 15- to 18-year-olds.

Urban YCC Activities

The Tinicum National Environmental Center in Philadelphia was created by an act of Congress in 1972 to promote environmental education opportunities for the public. When the YCC arrived in the summer of 1975, there were two Fish and Wildlife Service employees, no permanent structures, and a lot of work to be done. Created out of a kind of urban wasteland, Tinicum was a prime example of the negative impact of human beings on the environment. That first summer, the YCC removed tons of trash, including everything from beer cans to car bodies. Access roads were opened and foot trails cut. By the summer of 1977, the first (and to date only) building on the center had been erected. The YCC did the planting, landscaping, fencing, and informational signs for the building. Both a parking lot and a floating canoe launch were built.

In 1978, the YCC continued to expand and maintain the center's trails. The major project that year was construction of a 500-foot boardwalk across a narrow part of the lake, which provides visitors with a mile loop through many different habitats. The next summer, an interpretive brochure for the Boardwalk Loop was developed to aid the Tinicum staff with a growing num-



Completed section of Incline #6 track.

ber of visitors. The YCC also replaced the canoe launch built 2 years earlier with a larger, permanent one. By the summer of 1980, the center's acreage had greatly increased. The first step in restoration of the new areas was again the removal of an incredible amount and variety of trash. This project taught the YCC'ers about the wastefulness of modern society. A long trail was cut to connect the new area with the original tract. At the same time, maintenance was performed on miles of other YCC-built trails, since the center does not have the staff to cope with the ever-increasing number of visitors and ever-present vandalism. Thanks to the YCC, blighted landscape is being reclaimed for the benefit and education of tens of thousands of Philadelphians each year.

YCC Preserves Cultural Artifacts

Centuries ago, native Americans living in the Colorado River Valley created gigantic figures in the ground surface for still-unknown reasons. The figures are known to achaeologists as "intaglios," an Italian term that refers to a design or figure carved or engraved into a hard material. This type of cultural artifact is a rarity worldwide. The best known site in North America, the Blythe Intaglios, is located approximately 15 miles north of Blythe, Calif.

The site is situated on two mesas and composed of six figures in three locations. Both human-like and animal figures have been incised into the dark, gravel surface formation on the mesas, called desert pavement. The largest human-like figure measures 171 feet from head to toe.

Corpsmembers complete repair work to an Intaglio by rolling.

Although discovered in 1931, the Blythe Intaglios are as much a mystery today as they were then. Nothing is known of their dates of origin, purpose, meaning, or the identity of their creators.

Unfortunately, the intaglios are as vulnerable to destruction and disfigurement as they are mysterious. Modern surface disturbances easily leave permanent scars on the desert pavement. Although they are historical landmarks, the figures have not received adequate protection in the past from off-road vehicle enthusiasts. Both tire tracks and graffiti mar the outlines of the delicate figures. Over the past several years, the Yuma, Ariz., YCC camp, operated by the Bureau of Land Management, has worked on several methods to restore the figures to their original appearance. This ongoing project teaches YCC participants important lessons about the fragile nature of the desert environment and the problems of modern resource management. Whether the secrets of the Blythe Intaglios are one day unraveled or remain cloaked in mystery, the YCC can be proud of its efforts to preserve the intaglios for posterity.

YCC Aids Endangered Species Research

The YCC camp at Merritt Island National Wildlife Refuge on the central east coast of Florida has assisted in the refuge's endangered marine turtle research and management program since the camp began in 1976. From 1976 to 1980, there has been an intensive effort, coordinated by researchers from the University of Central Florida, to incubate marine turtle eggs artificially, because the natural nests on the nesting beaches were destroyed by raccoons. During this time, the camp was responsible for helping to locate nests, collect eggs, and transport the clutches to the hatchery. This activity resulted in thousands of hatchlings being released into the ocean. The hatchery was discontinued after the 1979 season, but the camp continued to help the refuge with the task of locating nesting turtles and gathering data on reproductive success.

Despite high temperatures and humidity, periodic thunderstorms, and hordes of biting sand flies, the enrollees maintained their enthusiasm for this project. Their new knowledge of sea turtle behavior and appreciation for the turtles' struggle for survival will certainly be with them for a long time. In the vast expanse of the Atlantic Ocean, swim many loggerhead and green sea turtles that literally owe their lives to the YCC.

YCC Works Year Round

In Chico, Calif, there is a unique year-round YCC program that:

—draws praise from students, teachers, parents, and school administrators.

—teaches young people skills they can actually use in later life.

—gives participants practical experience, while simultaneously fulfilling grade requirements.

—gives high school girls work experience beyond fast-food or clerical roles.

—accomplishes needed conservation work equal in value to more than 80 percent of the program's cost.

Sponsored by the Redding, Calif., District Office of the Bureau of Land Management (BLM) and the Chico, Calif., Unified School District (CUSD), the Chico camp has been in operation since September 1976. Each year the camp runs five 8-week sessions of 30 enrollees each. Four sessions correspond to the quarter/semester system upon which the CUSD operates its regular academic program. The fifth session is conducted during the summer.

Because of its integration with the school system, the Chico YCC allows young people to progress toward graduation by providing full accreditation to successful corpsmembers. This simply means that the Chico YCC offers a type of education that not only meets the criteria of the national YCC goals, but also fulfills the requirement for one full school quarter (15 credits) in the CUSD, thus assuring corpsmembers that they will be given school credit and not jeopardize their ability to graduate. The units are assigned as follows: five units for environmental science education, five units for vocational skills development, and five units for general work experience education.

The YCC goals of providing gainful employment for the youth of our Nation and accomplishing needed conservation work on public lands mesh with the vocational and on-the-job training efforts of most secondary schools, colleges, and universities. These common

Corpsmembers learn masonry techniques while constructing a firepit.

At Jelly's Ferry Recreation Area corpsmembers construct a restroom facility. Each day's activities begin with a discussion of job safety.

goals explain why the YCC program and public education work so well together. Specifically, CUSD and the BLM have offered the YCC experience to meet the needs of young people who are seeking vocational skills training.

A typical 8-week program uses many different work projects. Corpsmembers, camp staff, and bureau representatives are all involved in specifying projects and establishing priorities for completion. Projects are usually scheduled to promote attitudinal incentives. For example, all projects that are long in duration or tedious in nature are not grouped together. The same is true regarding short-term, high-interest projects. After the project priority has been established, the Chico YCC integrates its work projects with environmental education.

YCC Goes Where Others Cannot

The Condon YCC camp of the Forest Service lies in the Swan Valley between two magnificent wilderness areas in western Montana. In addition to traditional work projects on the Ranger District, this camp encourages enrollees to develop a knowledge and appreciation of wilderness through a variety of projects planned by the Wilderness Ranger.

During a discussion of this topic, the enrollees found out that there were several downed small planes in the Bob Marshall Wilderness area. Those planes had never been removed because of inaccessibility or because of the ban on use of power tools and mechanized transportation. They enthusiastically planned, with the Wilderness Ranger, to make their final summer work project the removal of one of these wrecked planes.

The enrollees hiked to the wreck site and, using only handtools, dismantled the plane into pieces small enough to be strapped to a packboard and carried out of the wilderness area. After many trips up and down the trail, only one large object was left. They were unable to dismantle the engine to the point that it could be carried out on their backs. Determined to complete the project, they used a torch to cut the engine block into pieces that could be packed out. Both the Ranger District staff and the community expressed appreciation and enthusiasm for this remarkable achievement.

YCC Employs the Handicapped

The Superior National Forest in Minnesota was the site for a very spirited, all-deaf YCC work crew during the 1980 season. This enterprising group of six enrollees spent 8 weeks building the Blackstone Secret Trail. The 5-mile trail, designed for hiking and skiing, connects Blackstone, Secret, and Ennis Lakes which lie outside the Boundary Waters Canoe Area Wilderness (BWCA) near Ely.

Credit for the idea of using the deaf work crew goes to the camp's two crew leaders, Forest Service employees who are fluent in sign language. In 1980, one crew leader completed an intensive, 6-month interpreter training course at the St. Paul Technical-Vocational Institute, St. Paul, Minn. The other has had much personal experience in the world of the deaf since his younger brother lost his hearing at 5 years of age. Working together, these crew leaders developed and proposed a plan for using a deaf crew and were supported by Forest Service officials who quickly sanctioned their proposal. The youths, randomly selected, were soon on their way to the Environmental Learning Center in Isabella, the site of the residential camp for the Forest's YCC enrollees.

As forestry technician, one leader supervised the trail work, which consisted of pruning and felling trees, hauling rocks, and brushing the trail. To prepare the crew each workday, he conducted a short safety meeting by "signing" to alert members of the hazards associated with their work. The crew was able to boast of a perfect safety record. The other crew leader's specialty was environmental awareness, and her expertise contributed to the enrollees' knowledge of compass use, wildlife habitat, and canoe handling.

Members of a deaf crew work on the Blackstone Secret Trail in the Boundary Waters Canoe Area.

Enrollees reported their satisfaction with benefits derived from their participation in YCC. Their outstanding contributions have been praised by superiors and officials who are eager to enlist the services of all-deaf crews in future projects.

Another successful camp, which employed handicapped youth, was located at Great Falls Park, in Fairfax County, Va. In this camp, operated by the National Park Service, 10 of the participating enrollees were handicapped. Impairments

included: visual problems, deafness, epilepsy, cerebral palsy, mental retardation, dwarfism, and confinement to wheelchairs. These handicaps, however, did not prevent the crew from performing outstanding work on projects that involved trail maintenance, timber stand improvement, gardening, and the development and maintenance of park facilities. The project manager reports that this project is now a permanent part of the Park's YCC program because of the tremendous accomplishments and the esprit de corps of all camp members.

A crew leader uses sign language to communicate instructions.

Community Projects

Throughout the years, many Youth Conservation Corps projects have centered on assistance to the community. The Sullys Hill National Game Preserve YCC Camp of the Fish and Wildlife Service's Devil's Lake Wetland Management District in North Dakota has made some meaningful contributions in this regard. The Game Preserve suffered heavy tornado and high wind damage during the summer of 1977. The main work project became clearing paths and roadways of debris from fallen trees. It took nearly 4 weeks to accomplish the job, and all camp members labored long and hard to complete the task.

South Dakota corpsmembers worked industriously at McNenny National Fish Hatchery and were responsible for four different stream improvements on a high-quality trout stream. The work resulted in

Corpsmembers apply cinders to the Tishomingo High School track in Oklahoma.

YCC'ers clean up tornado damage at Sullys Hill.

improved water flow and kept banks from eroding, promising a better habitat for trout and for fishing enthusiasts. Each enrollee also worked 1 week as a tour guide escorting visitors around Spearfish and McNenny National Fish Hatcheries. These YCC'ers were also responsible for completing concrete and stone work on the main entrance sign at McNenny. Other contributions included: repairing crumbled raceways at Spearfish, pouring concrete for the floor of the YCC headquarters and shop building, and working on beautification of the main building at McNenny by preparing areas to plant flowers and shrubs.

These community projects are appreciated by local citizens and visitors and will serve as reminders of YCC participation and enthusiasm for many years to come.

Appendix A. — *The YCC Long-Term Benefits Study*

YCC Research and Evaluation

Research and evaluation has been a systematic and continuous part of YCC management for the 10 years of its operation. The information gained has helped to document achievement of congressionally mandated goals, as well as to achieve a continually improved program.

During YCC's first 5 years (1971–74), the knowledge generated by research was applied to gain:

—increased minority participation in the program.

—an improved environmental awareness program.

—insight into what enrollees perceived as needed program improvements.

—insight into specific program elements that contribute to successful camp operation.

In addition to continued interest in research to identify areas for program improvement, several new areas of inquiry have been pursued during the last 5 years. Among these are:

—a survey of prior enrollees and parents to determine what, if any, long-term benefits the YCC experience produced for enrollees.

—development of a pilot survey that attempts to identify the impact of YCC on local communities.

Summaries of the initial results of these surveys are included in this appendix.

Study of Long-Term Benefits

In 1977, exploratory research was begun to see if possible long-term benefits of YCC participation could be identified. That research included: surveying 600 YCC camp staff members about their perceptions of such benefits, reviewing the research literature on benefits of youth programs similar to YCC, and conducting a telephone and a mail questionnaire survey of former YCC enrollees and their parents. Because these exploratory developmental studies indicated that long-term benefits to YCC participants were probable, a study was begun in 1979 to measure these benefits.

Surveys of 800 enrollees and 1,000 parents of enrollees in the 1979 YCC program were planned for a 5-year period. In 1980, the randomly selected parents and enrollees were mailed their first questionnaires to obtain information on 36 different types of benefits identified by the exploratory research. The same questionnaire will be administered again in 1981 and 1983 to trace benefits over time.

A control group of 400 randomly selected, unsuccessful applicants[1] to the 1979 program and 500 parents of unsuccessful applicants also received the questionnaire in 1980 and will receive it again in 1981 and 1983. Because enrollees are randomly selected for the program, differences in responses to the benefit questions should be caused by participation in the YCC program.

The first questionnaire was administered 6 months after the end of the 1979 program and had a usable overall response rate of 77 percent. Based on overall mean scores on the benefit questions, it was found that enrollees and parents of enrollees scored 11 of the possible benefits higher than did the unsuccessful applicants and their parents. These results are shown in table 1, and most of the benefits derived are ones that would be expected from participation in the YCC program. They include increased interest in environmental problems, and personal conservation actions, understanding of conservation, tool skills and safety, ability to work with others, and acceptance of others.

The random samples of enrollees being studied include youths from rich and poor families, from large cities and rural areas, and of different ages and races. Under these conditions, benefits that are more pronounced for a particular type of enrollee would tend to be averaged out by analyses of benefits to all enrollees. This could explain why the overall mean differences between enrollees and unsuccessful applicants, and the parents of such, are relatively small in table 1.

Tests were made to determine if specific subgroups of enrollees, such as male enrollees, differed from the same types of unsuccessful applicants. Table 2 shows the results of these analyses and indicates clearly that the YCC program produces different types of benefits for different types of youths. An X in table 2 indicates that a statistically significant difference on a particular benefit was found to exist between enrollees and unsuccessful applicants. For example, on the "interest in environmental prob-

[1]The term "unsuccessful applicants" applies to those youths applying for the program, but not selected for participation.

lems" benefit, enrollees from large cities scored higher than unsuccessful applicants from large cities, and 16-year-old enrollees scored higher than 16-year-old unsuccessful applicants.

Benefits were also found for other types of enrollees; but, to simplify this overview, they are not shown in table 2. Also, to be conservative, only those statistically significant means that differed between enrollees and unsuccessful applicants by at least 0.4 point are reported in table 2.

Seventy percent of the mean differences in table 2 were more than 0.4 point: 27 percent showed a 0.5-point difference; 22 percent a 0.6-point difference; 13 percent a 0.7- to 1.0-point difference; and 8 percent were equal to or greater than a 1.0-point difference. The largest difference found was 1.9 points. These are large differences for a 7-point response format that included a neutral point in the middle. Most of the response fell on only one side of the neutral point (depending on the nature of the benefit).

That pattern of response effectively reduced the 7-point response format, to a 4-point response format, which offered less numerical room for different mean scores between enrollees and unsuccessful applicants. Therefore, the differences found are even more statistically significant.

In summary, analyses of the data obtained 6 months after the end of the 1979 YCC program have shown that YCC enrollees are benefiting in several different ways. This is especially evident when youths are categorized according to particular socioeconomic characteristics. Some of these benefits to particular types of enrollees are sizable, especially for a 4- to 8-week program. Future efforts of the study will determine which benefits grow or diminish and if new benefits emerge over time.

Table 1.—*Benefits showing statistically significant ($p \leq .05$) differences between enrollees and unsuccessful applicants as perceived by the youths and parents studied*

Possible benefit	Perceptions recorded by Youths: Enrollees Mean	(SD)[2]	Youths: Unsuccessful applicants Mean	(SD)	Parents of[1]: Enrollees Mean	(SD)	Parents of[1]: Unsuccessful applicants Mean	(SD)
Interest in environmental problems	5.4	(1.2)	5.2	(1.2)	5.5	(1.2)	5.2	(1.2)
Personal conservation actions	4.7	(1.0)	4.5	(1.0)	4.8	(1.1)	4.4	(1.1)
Understanding of conservation	6.2	(0.8)	6.0	(0.9)	6.1	(0.9)	5.9	(0.9)
Human-environment interactions		ns[3]		ns	6.1	(1.3)	5.8	(1.5)
Ability to find jobs		ns		ns	5.5	(1.4)	5.3	(1.6)
Tool skills and safety	6.0	(.8)	5.7	(1.0)	6.0	(.9)	5.7	(1.1)
Ability to work with others		ns		ns	3.1	(.9)	6.0	(.9)
Willingness to help at school	5.5	(1.1)	5.3	(1.1)		ns		ns
Acceptance of other races	6.2	(1.1)	6.0	(1.2)	6.2	(1.0)	6.0	(1.2)
Personal honesty		ns		ns	5.4	(1.5)	5.2	(1.5)
Feelings of futility		ns		ns	5.9	(1.2)	5.7	(1.3)
Sample size	N=557		N=509		N=491		N=582	

[1] Parents reported their perceptions of their children on the benefit questions.
[2] Mean responses were measured on a 7-point response format on which a numerical score of 7 denotes high benefit and a 1 denotes low benefit. SD refers to the standard deviation.
[3] ns denotes no statistically significant difference was found.

Table 2. —*Benefits showing statistically significant ($p \leq .05$) mean score difference of 0.4 or greater between enrollees and unsuccessful applicants defined by selected characteristics*[1]

Possible benefits	Perceptions by enrollees and unsuccessful applicants																					
	Population of place of residence[2]					Family income[3]						Sex[4]		Race[5]		Age[6]						
	1	2	3	4	5	1	2	3	4	5	6	1	2	1	2	1	2	3	4			
Interest in environmental problems	x																	x				
Personal conservation actions	x																					
Understanding of conservation	x		x								x											
Enjoyment of out-of-doors	x																x					
Human-Environment interactions	x	x							x				x			x	x					
Easily discouraged by failure																						
Independence on work tasks																						
Planning and organizing work																						
Work efficiency																		x				
Ability to find jobs	x		x										x									
Persistence at study																						
Tool skills and safety	x	x											x		x			x				
Dependability																						
Ability to work with others																						
Interest in school																						
Achievement motivation																		x				
Good relations with parents				x																		
Good relations with family									x	x												
Ease with others																						
Leadership											x							x	x	x		
Willingness to help at home																						
Willingness to help at school			x																			
Enjoy people																						
Feeling left out																						
Acceptance of other races	x							x														
Leisure satisfaction																						
Satisfaction with plans for future									x		x							x				
Pride in personal work																						
Happiness with physical self																	x		x			
Overall satisfaction with self																						
Personal honesty																						
Feelings of futility																						
Learning about others							x															
Assertiveness										x												
Healthy diet										x												

Table 2.—*Benefits showing statistically significant (p ..05) mean score difference of 0.4 or greater between enrollees and unsuccessful applicants defined by selected characteristics*[1]—*Continued*

Possible benefits	Perception by parents of enrollees and unsuccessful applicants																			
	Population of place of residence[2]					Family income[3]						Sex[4]		Race[5]		Age[6]				
	1	2	3	4	5	1	2	3	4	5	6	1	2	1	2	1	2	3	4
Interest in environmental problems	x		x			x									x			x	
Personal conservation actions	x		x						x										x
Understanding of conservation																			x
Enjoyment of out-of-doors																			
Human-Environment interactions		x	x						x				x						
Easily discouraged by failure																			x
Independence on work tasks																			x
Planning and organizing work									x		x								
Work efficiency																			
Ability to find jobs			x				x						x				x		
Persistence at study						x					x							x	
Tool skills and safety	x		x																
Dependability																			
Ability to work with others																			
Interest in school	x																		x
Achievement motivation																			
Good relations with parents						x													
Good relations with family																			
Ease with others			x													x			x
Leadership			x																
Willingness to help at home																			x
Willingness to help at school																			
Enjoy people				x													x		
Feeling left out											x								x
Acceptance of other races																			x
Leisure satisfaction																			
Satisfaction with plans for future																			
Pride in personal work																			
Happiness with physical self																			
Overall satisfaction with self				x							x								
Personal honesty													x						
Learning about others				x															
Assertiveness																			
Healthy diet																			

[1] An x indicates a significant mean difference (p ..05 between enrollees and unsuccessful applicants and parents of enrollees and unsuccessful applicants.
[2] In the population of place of residence: 1=large city, 2=medium city, 3=small city, 4=town, 5=rural area.
[3] In the income $ category: 1=less than 10,000, 2=10,000-14,999, 3=15,000-24,999, 4=25,000-34,999, 5=35,000-49,999, 6=more than 50,000.
[4] In the sex category: 1=male, 2=female.
[5] In the race category: 1=white, 2=non-white.
[6] In the age category: 1=15, 2=16, 3=17, 4=18.

Possible Long-Term Benefits and Questions Used to Measure Each[2]

The questionnaire mailed to enrollees and unsuccessful applicants and their respective parents was composed of the following possible benefits and questions used to measure each:

Category I—Awareness and appreciation of the environment[3]

Increased interest in environmental problems

I often read articles about the environment in newspapers and magazines.

I try to make other people aware of environmental problems.

I enjoy nature study.

Personal conservation actions

I try to help solve environmental problems.

I am willing to ride a bicycle or use mass transit to reduce air pollution and conserve energy.

There are products I will not buy because of what they do to the environment.

Since May 1979, I have changed some of the things I do to improve the environment.

I attend local government meetings on environmental issues.

Understanding of conservation

I have a good understanding of how people's use of natural resources affects the environment.

It is important to save our natural areas even though there is pressure to develop them.

Wise management of natural resources means using some of these resources.

Enjoyment of out-of-doors

I do not enjoy being out-of-doors (such as in a forest, park, or other natural area).

Human-environment interaction

Using lands for parks and wilderness areas is a waste of valuable land.

Most principles of ecology do not apply to man because man is able to master the environment.

[2]Youths were asked to mark in the questionnaire how much they agreed or disagreed with each question, which identified a particular type of behavior, value, or opinion. Parents reported their perceptions of the same for their children. Responses were made to a 7-point response format on which "highly agree" was later coded 7, "highly disagreed" was coded 1, and "neutral" was coded 4. Mean scores in tables 1 and 2 were computed (with scores on negatively worded questions reversed) to reflect greater benefit by a higher mean score. Without such correction, a disagree score on the questionnaire could denote a desirable (beneficial) response to some of the questions.

[3]The possible benefits are listed according to five general categories.

Natural resource knowledge

Water as a resource is in more danger of being overused by current generations than is coal.

Clearcutting (cutting of all the trees in a timber sale area) is a practice of forestry that should never be used.

There would be no water pollution if man did not exist.

A renewable natural resource is one, such as copper or aluminum, which can be recycled after it is used.

Category II—Work attitudes, habits, and skills

Toleration for failure

It is easy for me to get discouraged when a task gets hard.

If I fail at something the first time, I usually give up.

I am easily discouraged by failure.

Independence on work tasks

When I start a project I usually see it through to the end.

I am able to work with little supervision.

When I need to make a decision I take my time to think it through.

I get a lot done during the day.

I am able to get things organized.

I usually try to solve my problems rather than relying on someone else to help me.

I have a hard time making decisions without help.

Planning and organizing work

I am good at planning my work.

I usually start on large assignments well ahead of the time they are due.

I organize activities well.

Work efficiency

I need to be reminded more than once to do a task.

I waste a lot of time while working.

I have to be reminded to do things that I am responsible for.

I do not usually finish my work on time.

I look for excuses to avoid tasks I don't like.

I usually quit projects before they are finished.

Ability to find jobs

I am sure I can get a job when I want to.

It has been hard for me to find jobs.

Persistence at study

It is hard for me to get myself to study.

It is easy for me to get distracted when I study.

Tool skills and safety

I feel I know the right way to use handtools (such as saws, shovels, hammers).

I know how to care for handtools (such as saws, hammers, shovels).

I know basic camping skills (such as pitching a tent, building a fire).

I am more aware of good safety practices than my friends.

I think about safety when using tools.

Dependability

I can be counted on to do my share when working on a group task.

I am the kind of person who can be counted on.

I am a good worker.

Interest in school

I find school interesting; it is not just something I have to do.

I feel that doing well in school will help me in the future.

Achievement motivation

I don't mind working hard to achieve a goal.

I set high goals for myself.

If I work hard, I am sure I will succeed in life.

Category III—Ability to get along with others

Good relations with parents

I get along well with my parents (or guardian).

I appreciate the home my parents have provided for me.

My parents understand me.

Good relations with family

I have a hard time talking to my family.

No one pays much attention to me at home.

I feel my parents push me too hard.

Ease with others

It is hard for me to express my thoughts to others.

I don't really enjoy spending time with others my own age.

I am uneasy around a group of people.

I don't make friends easily.

Leadership

I am often chosen as the leader of a group (such as president of a club or captain of a team).

I don't like being the leader of a group.

If made the leader of a group, I find it hard to take charge.

Willingness to help at home

I help around the house without being asked.

I consider it my duty to help around the house.

Willingness to help at school

I often offer extra help at work or school.

I am willing to do some work without more pay.

Enjoy people

I am comfortable speaking to most adults.

I enjoy meeting new people.

Feeling left out

I often feel left out of things.

A lot of times I feel lonely.

Acceptance of other races

I enjoy working with people of other races.

I accept people of other races as much as people of my own race.

Category IV—Self Confidence

Leisure satisfaction

I am satisfied with my use of leisure time.

I don't know what leisure activities I really like.

Satisfaction with plans for future.

I am excited about my future.

I am pleased with the way I'm preparing for the job I want.

I just can't make up my mind about what type of work I am cut out for.

Pride in personal work

I feel others are pleased with my work.

When something needs to be done, I often am the one to do it.

I make a good impression when I apply for a job.

My work is usually good.

Happiness with physical self

I am happy with myself physically.

I try to keep in good physical shape.

I would change my appearance if I could.

Overall satisfaction with self

I am happy with the kind of person I am.

I am satisfied with myself.

Personal honesty

I'm not as honest as I would like to be.

I wish I could be more trustworthy.

I am not an ethical person.

Category V—Basic orientation to life

Feelings of futility

I feel aimless and lack direction much of the time.

I feel that my life is not very useful.

I have trouble holding a job.

I am pretty confused and disorganized.

I have very little control over the success I have in life.

Caring about others

I am concerned about others less fortunate than I.

I am concerned about other people.

Maybe some people do not get treated fairly, but that is not my concern.

There is much I can do about most of the problems our Nation faces today.

Things work out best when people look out for their own welfare and let others take care of themselves.

Assertiveness

I speak out for what I believe.

I stand up for what I think is right, no matter what others think.

Healthy Diet

I try to eat foods that are good for me.

I do not really care if my diet is healthy.

Study of Long-Term Effects of YCC on Local Communities

An evaluation of the long-term effects of the Youth Conservation Corps (YCC) on communities is part of a 5-year program of research to evaluate the long-term benefits of the YCC program to enrollees, parents of enrollees, local communities, and society in general. During the summer of 1980, developmental research for the local communities evaluation was conducted. A total of 56 YCC camp staff members, camp administrators, and 89 local community members were contacted personally or by telephone.

The objectives of the developmental research were to:

1. Identify types of interactions occurring between YCC camps and local communities.

2. Identify types of local community members who are knowledgeable about the YCC and thus know of possible local effects of the YCC program.

By identifying possible types of camp-community interactions, types of local community members who are knowledgeable about the program and possible effects of the YCC on local communities were identified. A few of the camp-community interactions identified this summer include: staff and/or enrollees buying groceries for camp use, speakers coming to camp, enrollees participating in local parades, residential camp enrollees using local recreational facilities such as movie theatres or swimming pools, enrollees touring sewage treatment plants, staff buying gasoline for vehicles, and residential camp enrollees attending church.

Although types of knowledgeable community members varied from community to community, people in the following five vocations generally were knowledgeable about the YCC program.

1. State employment office personnel.

2. Gas station owners or managers.

3. Hardware store owners or managers.

4. High school counselors.

5. Small town (population less than 50,000) newspaper editors.

With the exception of possible delay in payment of bills, effects of YCC camps on local communities that were most often mentioned by local community members and camp staff were positive and were grouped into the following four categories:

1. Economic. Employment opportunities for youth as enrollees and for other community members as staff, local businesses selling supplies to camps and enrollees, increased tourism that might result from making public lands more attractive, and delay in payment of bills owed by YCC camps to local businesses.

2. Work projects. Projects done specifically for a local community by YCC camps, maintenance and construction of recreational areas, and land resource management.

3. Education. Enrollees' application of environmental awareness (EA) learned at the YCC camp in their communities, increased community awareness of a specific local environmental problem or issue, increased community understanding of the citizen's role in the use and protection of public lands, increased community understanding of the policies and practices of land management agencies, provided EA materials, and high school credit for enrollees.

4. Enrollee conduct. Increased tolerance of enrollees in dealing with people from different racial, ethnic, cultural, economic, or religious backgrounds; lower rate of delinquency among YCC enrollees; enrollees becoming more active and concerned citizens, and more constructive use of leisure time by enrollees.

Appendix B.—*Federal and State Enrollees in YCC—1980*

State, Commonwealth, or Territory	U.S. Dep. of Agriculture	U.S. Dep. of the Interior	Federal total	State grant	Total Federal and State grant enrollees
Alabama	332	99	431	120	551
Alaska	134	111	245	89	334
Arizona	417	526	943	190	1,133
Arkansas	258	121	379	100	479
California	1,260	1,022	2,282	545	2,827
Colorado	365	437	802	112	914
Connecticut	0	12	12	230	242
Delaware	0	23	23	95	118
District of Columbia	24	50	74	66	140
Florida	154	270	424	262	686
Georgia	190	260	450	125	575
Hawaii	0	92	92	55	147
Idaho	307	250	557	30	587
Illinois	330	172	502	925	1,427
Indiana	185	30	215	275	490
Iowa	0	33	33	315	348
Kansas	0	131	131	105	236
Kentucky	239	179	418	265	683
Louisiana	106	106	212	215	427
Maine	44	95	139	55	194
Maryland	178	306	484	235	719
Massachusetts	0	136	136	355	491
Michigan	692	169	861	295	1,156
Minnesota	375	252	627	215	842
Mississippi	221	192	413	112	525
Missouri	205	100	305	170	475
Montana	446	399	845	75	920
Nebraska	0	91	91	85	176
Nevada	149	169	318	65	383
New Hampshire	67	26	93	65	158
New Jersey	0	180	180	485	665
New Mexico	409	416	825	75	900
New York	16	204	220	1,475	1,695
North Carolina	358	226	584	140	724
North Dakota	31	127	158	45	203
Ohio	109	66	175	1,362	1,537
Oklahoma	44	403	447	95	542
Oregon	372	267	639	70	709

State, Commonwealth, or Territory	U.S. Dep. of Agriculture	U.S. Dep. of the Interior	Federal total	State grant	Total Federal and State grant enrollees
Pennsylvania	151	232	383	716	1,099
Puerto Rico	75	61	136	142	278
Rhode Island	0	14	14	65	79
South Carolina	183	107	290	105	395
South Dakota	70	100	170	75	245
Tennessee	208	348	556	122	678
Texas	256	338	594	482	1,076
Utah	350	264	614	70	684
Vermont	121	12	133	50	183
Virginia	299	442	741	185	926
Washington	270	407	677	120	797
West Virginia	147	47	194	130	324
Wisconsin	328	119	447	370	817
Wyoming	127	136	263	52	315
American Samoa	0	55	55	165	220
Guam	0	39	39	60	99
Trust Territory of the Pacific Islands	0	0	0	156	156
Northern Mariana Islands	0	0	0	75	75
Virgin Islands	15	21	36	60	96
Total	10,617	10,490	21,107	12,793	33,900

Appendix C. — *1980 Youth Conservation Corps Statistical Report — U.S. Department of Agriculture — Enrollee Profile*

Population of home community	Percent	Number	Race	Percent	Number	Grade	Percent	Number	Family income	Percent	Number
Under 2,500	31	3,342	Indian-Alaskan	2	244	8th	3	340	Under $5,000	7	758
2,500–50,000	49	5,190	Black	10	1,033	9th	29	3,065	$5,000–$10,000	21	2,248
50,000	20	2,076	Pacific-Asian	1	95	10th	37	3,906	$10,000–$15,000	28	2,956
NR[1]	0	9	Hispanic	7	689	11th	23	2,430	Over $15,000	44	4,650
			White	80	8,547	12th	8	824	NR	0	5
			NR	0	9	NR	0	52			

	Female	Male	Total enrollees
Education (average grade)	10.21	9.85	10.02
Average age	16.00	15.83	15.91

	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*
Dropouts	6	653	7	718	13	1,371
Stayed in program	42	4,462	45	4,784	87	9,246
Total enrollees	48	5,115	52	5,502	100	10,617
Youth leaders	3	404	5	501	9	905
Previous service	3	370	4	404	7	774

[1]NR = not reported

Appendix D. — *1980 Youth Conservation Corps Statistical Report — U.S. Department of the Interior — Enrollee Profile*

Population of home community	Percent	Number	Race	Percent	Number	Grade	Percent	Number	Family income	Percent	Number
Under 2,500	27	2,780	Indian-Alaskan	13	1,370	8th	4	401	Below $5,000	9	964
2,500–50,000	53	5,558	Black	10	1,084	9th	28	2,950	$5,000–$10,000	23	2,419
Over 50,000	20	2,141	Pacific-Asian	2	237	10th	37	3,835	$10,000–$15,000	27	2,798
NR[1]	0	11	Hispanic	5	494	11th	23	2,368	Over $15,000	41	4,294
			White	70	7,294	12th	8	847	NR	0	15
			NR	0	11	NR	0	89			

	Female		Male		Total enrollees	
Education (average grade)	10.19		9.87		10.02	
Average age	15.99		15.85		15.92	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*
Dropouts	7	761	8	850	15	1,611
Stayed in program	40	4,211	45	4,668	85	8,879
Total enrollees	47	4,972	53	5,518	100	10,490
Youth leaders	4	440	5	504	9	944
Previous service	3	359	4	361	7	720

[1]NR = not reported

Appendix E. — *1980 Youth Conservation Corps Statistical Report — Combined Federal — Enrollee Profile*

Population of home community	Percent	Number	Race	Percent	Number	Grade	Percent	Number	Family income	Percent	Number
Under 2,500	29	6,122	Indian-Alaskan	8	1,614	8th	4	741	Below $5,000	8	1,722
2,500–50,000	51	10,748	Black	10	2,117	9th	28	6,015	$5,000–$10,000	22	4,667
Over 50,000	20	4,217	Pacific-Asian	1	332	10th	37	7,741	$10,000–$15,000	28	5,754
NR[1]	0	20	Hispanic	6	1,183	11th	23	4,798	Over $15,000	42	8,944
			White	75	15,841	12th	8	1,671	NR	0	20
			NR	0	20	NR	0	141			

	Female		Male		Total enrollees	
Education (average grade)	10.20		9.86		10.03	
Average age	16.00		15.84		15.92	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*
Dropouts	7	1,414	7	1,568	14	2,982
Stayed in program	43	8,673	43	9,452	86	18,125
Total enrollees	50	10,087	50	11,020	100	21,107
Youth leaders	4	844	5	1,005	9	1,849
Previous service	3	729	4	765	7	1,494

[1] NR = not reported.

Appendix F. — *1980 Youth Conservation Corps Statistical Report — State Grant — Enrollee Profile*

Population of home community	Percent	Number	Race	Percent	Number	Grade	Percent	Number	Family income	Percent	Number
Under 2,500	20	2,559	Indian-Alaskan	1	127	8th	3	384	Under $5,000	8	1,023
2,500-50,000	50	6,396	Black	14	1,778	9th	26	3,326	$5,000-$10,000	15	1,919
Over 50,000	27	3,454	Pacific-Asian	4	508	10th	34	4,350	$10,000-$15,000	24	3,070
NR[1]	3	384	Hispanic	5	635	11th	24	3,070	Over $15,000	42	5,373
			White	76	9,654	12th	11	1,407	NR	11	1,408
			NR	0	91	NR	2	256			

	Average	Number
Education (average grade)	10	12,793
Age	16	12,793
	Percent	*Number*
Dropouts	10	1,279
Stayed in program	90	11,514
Total enrollees: Female	46	5,845
Total enrollees: Male	54	6,948
Youth leaders	7	840

[1] NR = not reported.

Appendix G. — *1980 Youth Conservation Corps Statistical Report — Total Program — Enrollee Profile*

Population of home community	Percent	Number	Race	Percent	Number	Grade	Percent	Number	Family income	Percent	Number
Under 2,500	26	8,681	Indian-Alaskan	5	1,741	8th	3	1,125	Below $5,000	8	2,745
2,500–50,000	50	17,144	Black	12	3,895	9th	28	9,341	$5,000–$10,000	20	6,586
Over 50,000	23	7,671	Pacific-Asian	3	840	10th	36	12,091	$10,000–$15,000	26	8,824
NR[1]	1	404	Hispanic	5	1,818	11th	23	7,868	Above $15,000	42	14,317
			White	75	25,495	12th	9	3,078	NR	4	1,428
			NR	0	111	NR	1	397			

	Average	Number
Education (average grade)	10	33,900
Age	16	33,900
	Percent	*Number*
Dropouts	13	4,261
Stayed in program	87	29,639
Total enrollees: Female	47	15,932
Total enrollees: Male	53	17,968
Youth leaders	8	2,689

[1]NR = not reported

Appendix H. — *Youth Conservation Corps Program Costs*[1] — *U.S. Department of Agriculture*

Cost category	Nonresidential camps		Residential camps		All camps	
	Total costs	Cost per youth position	Total costs	Cost per youth position	Total costs	Cost per youth position
Staff pay	$1,544,185	$402	$3,597,179	$710	$5,141,364	$577
Enrollee pay[2]	3,010,139	783	3,326,536	656	6,336,675	711
Food	0	0	1,316,207	260	1,316,207	148
Other	628,544	164	1,707,754	337	2,336,298	262
Opening and closing	5,678	1	310,811	61	316,489	35
Work projects	179,562	47	304,190	60	483,752	54
Program management	269,818	70	414,780	82	684,598	77
Capital investment	4,864	1	526,414	104	531,278	60
Program direction[3]	507,804	132	1,525,535	301	2,033,339	228
Totals	$6,150,594	$1,600	$13,029,406	$2,571	$19,180,000	$2,152
Number of 8-week youth positions	3,844		5,069		8,913	

[1]All costs are reported directly from the Regions in special accounting reports, except for enrollee pay (NFC) and program direction.

[2]Prorated as per ratio of residential/nonresidential enrollee pay.

[3]Includes regional and Forest general administration costs and unreported Regional program management costs prorated as per ratio of residential/nonresidential enrollee pay.

Appendix I. — *Youth Conservation Corps Program Costs — U.S. Department of the Interior*

	Nonresidential camps		Residential camps		All camps	
	Total costs	Cost per youth position	Total costs	Cost per youth position	Total costs	Cost per youth position
Staff pay	$2,207,104	$432	$2,623,646	$611	$4,830,750	$514
Enrollee pay	3,915,841	767	2,822,954	657	6,738,795	717
Food	30,033	6	1,093,922	255	1,123,955	120
Other	542,217	106	1,254,246	292	1,796,463	191
Opening and closing	5,460	1	82,659	19	88,119	9
Capital investment	296	0	629	0	925	0
Work projects	826,178	162	798,477	186	1,624,655	173
Program direction	1,652,888	324	1,408,016	328	3,060,904	326
Totals	$9,180,017	$1,798	$10,084,549	$2,348	$19,264,566	$2,050
Number of 8-week youth positions	5,106		4,296		9,402	

Appendix J. — *State Grant Youth Conservation Corps Planned Program Costs for All Camps*

Cost category	Total costs	Cost per youth slot
Personnel	$12,799,318	$1,070
Fringe benefits	971,243	81
Travel	1,198,465	100
Equipment	262,691	22
Supplies	1,547,776	129
Construction	13,781	1
Other	1,354,221	113
Indirect changes	976,248	82
Totals	$19,123,743	$1,598
Number of 8-week youth slots		11,960.8
Federal share	$14,476,296	
Non-Federal share	4,647,447	
Total	$19,123,743	

Appendix K.— *Appraised Value of Conservation Work Accomplished in 1980 by Youth Conservation Corps*[1]

Conservation work	Federal	State[2]	Combined
Timber management	$2,376,663	$1,868,346	$4,245,009
Recreation development and maintenance	15,084,932	5,889,308	20,974,240
Visitor services	1,753,627	2,488,977	4,242,604
Range management	3,298,554	722,165	4,020,719
Wildlife management	2,752,216	1,043,145	3,795,361
Engineering and construction	917,320	6,968,087	7,885,407
Water and soil conservation	2,527,625	1,835,502	4,363,127
Other projects	5,858,798	1,632,224	7,491,022
Totals	$34,569,735	$22,447,754	$57,017,489

Both work and environmental awareness (EA) in YCC provide value. Enrollees are in a productive work situation for 30 hours per week and involved in learning or environmental awareness (EA) activities for 10 hours. They are not paid for these 10 hours, but receive training or education in lieu of wages and, in effect, have volunteered for these EA activities as a condition of employment. We cannot measure the intangible maximum value of EA, but we have measured the minimum value of EA by assuming that if enrollees had worked rather than been engaged in EA during the 10-hour period, they would have contributed value equal to the average work value for any 10-hour period. We refer to this measuring of EA valuation as opportunity-costing, which is a widely accepted technique for estimating minimum dollar value of less-tangible goods and services produced.

On this basis, the calculated dollar value of EA for the Federal program is $11,523,245 and for the State Grant program $7,482,584. The sum of these EA values ($19,005,829), when added to the appraised work value of $57,017,489, will provide a combined work/learning value of $76,023,318 for the entire YCC program.

To explore alternatives for appraising dollar values of EA, we have initiated a request for proposal for a professional organization to analyze our EA activities and to recommend the best method to appraise the EA portion of the YCC program.

[2] Missing input from Hawaii, the Virgin Islands, Guam, and the Trust Territory of the Pacific Islands.

Appendix L.— *Federal Program 1980 Work Accomplishment Report Summary of Major Work Areas*

Project	Unit of measure	U.S. Dep. of Agriculture	U.S. Dep. of the Interior	Total Federal
Timber stand improvement	Acres	9,454.00	3,554.00	13,008.00
Tree planting	Acres	5,093.00	9,880.00	14,973.00
Litter pickup	Miles	668.59	1,442.36	2,110.95
Visitor information/ assistance	Visitors	1,751.00	295,652.00	297,403.00
Revegetation	Acres	3,954.00	3,017.00	6,971.00
Fence construction	Miles	169.70	373.36	543.06
Wildlife habitat improvement	Acres	54,693.00	38,887.00	93,580.00
Trail construction	Miles	540.01	282.85	822.86
Trail maintenance	Miles	1,385.62	1,293.66	2,679.28
Erosion control	Acres	18,379.00	2,707.00	21,086.00

Appendix M.—*Cumulative Program Statistics, 1971-80*

Over the past 10 years, the Youth Conservation Corps (YCC) has employed 213,176 young people between the ages of 15 and 18. In carrying out the congressional mandate that the YCC be open to "youth from all parts of the country of both sexes and youth of all social, economic and racial classifications," 22 percent have been nonwhite and 33 percent have reported family incomes below $10,000 per year. About 47 percent of YCC enrollees have been female.

The hard-working young participants have accomplished an incredible total of more than $282 million worth of conservation work, reducing the tremendous backlog that exists on our public lands. Much of this work would not have been accomplished without the YCC. The Federal portion of YCC alone has built more than 3,600 miles of fence and more than 4,600 miles of trails. Over 60,000 acres of trees have been planted, an area 1½ times the size of the District of Columbia. The YCC has picked up litter from enough miles of roads and trails to travel the length of the U.S.-Canadian border three times. The YCC has helped enough public park and recreation area visitors to populate the State of Alabama.

Over the years, YCC funding has grown from $2.5 million to $60 million. The work output has kept pace with the increased funding. Comparing the value of the work accomplished with the appropriated funds for all 10 years gives an overall benefit/cost ratio of $0.94. For every dollar invested in the program, $0.94 has been produced in tangible work accomplishments. If the intangible benefits to participants could be figured into this equation, surely the YCC would rate among the best investments the Federal Government has ever made.

The following tables numerically depict the growth and success of the YCC from 1971 to 1980.

Table 3.—*Cumulative enrollee statistics*

	10-year total	Percent
Population of enrollee's home community:		
Under 2,500	52,365	25
2,500-50,000	99,341	47
Over 50,000	47,492	22
Not reported	13,978	6
	213,176	
Race:		
Indian-Alaskan	9,636	5
Black	20,429	10
Pacific-Asian	3,667	1
Hispanic	10,775	5
White	154,818	74
Not Reported	7,928	3
Others	5,923	2
	213,176	
Family income per year:		
Below $5,000	20,717	9
$5,000-$10,000	47,265	22
$10,000-$15,000	59,287	28
Over $15,000	67,896	33
Not reported	18,011	8
	213,176	
Sex:		
Male	112,983	53
Female	100,193	47
	213,176	

Table 4.—*Cumulative work accomplishment by category, 1971–1980*

Work categories	1971[1]	1972	1973	1974[2]	1975[3]	1976	1977	1978	1979	1980	Total
Timber management	303,469	174,426	178,702	316,909	1,207,412	2,146,386	3,421,364	4,423,351	3,897,368	4,245,009	20,314,396
Recreation development and maintenance	910,542	645,649	1,723,290	2,375,830	4,784,460	9,131,519	15,808,089	19,485,178	21,237,064	20,974,240	97,075,861
Visitor services	0	208,475	319,172	494,405	1,351,784	2,522,539	3,811,719	5,351,897	4,546,775	4,242,604	22,849,370
Range management	30,000	121,360	250,330	364,283	872,283	1,550,902	3,208,253	4,646,578	4,295,481	4,020,719	19,360,189
Wildlife management	120,000	239,924	291,752	411,386	962,471	1,817,748	3,018,520	4,362,230	3,933,885	3,795,361	18,953,277
Engineering and construction	29,197	554,952	152,574	216,343	1,610,476	3,327,523	6,558,023	10,537,365	7,451,162	7,885,407	38,323,022
Water and soil conservation	126,439	290,387	240,188	397,432	1,078,159	2,407,126	4,393,672	5,740,676	4,665,271	4,363,127	23,702,477
Other projects	242,353	467,439	452,559	764,678	2,061,695	4,005,994	6,938,561	8,295,596	7,954,949	7,491,022	38,674,846
Totals	1,762,000	2,702,612	3,608,567	5,341,266	13,928,740	26,909,737	47,158,201	62,842,871	57,981,955	57,017,489	279,253,438[4]

[1] In 1971, 1972, and 1973, there was no State grant program.

[2] In 1974, State grant work accomplishment was reported as a total of $3,327,005. No breakdown by category was reported.

[3] Includes both State grant and Federal work accomplishment figures by category for 1975 through 1980.

[4] With 1974 State grant figures, the grand total is 282,580,443.

Table 5.—*Cumulative summary of major work areas, Federal program 1971-80*

Project	Amount	Unit of measure
Timber stand improvement	89,819	Acres
Tree planting	60,474	Acres
Litter pickup	17,162	Miles
Visitor information/assistance	3,526,986	Visitors
Revegetation	35,808	Acres
Fence construction	3,642	Miles
Wildlife habitat improvement	436,816	Acres
Trail construction	4,699	Miles
Trail maintenance	14,961	Miles
Erosion control	115,104	Acres

Table 6.—*Benefit/cost ratios, 1971-80*

Year	Appropriation (millions of dollars)	Value of work accomplished (millions of dollars)	Benefit/cost ratio
1971	2.5	1.8	0.72
1972	3.5	2.7	.77
1973	3.5	3.6	1.03
1974	10.0	8.7	.87
1975	13.2	13.9	1.05
1976	32.0	26.9	.84
1977	60.0	47.2	.79
1978	60.0	62.8	1.05
1979	60.0	58.0	.97
1980	54.8	57.0	1.04

Total appropriation (millions of dollars)	Total work accomplishment (millions of dollars)	10-year benefit/cost ratio
299.5	282.6	.94

Table 7.—*Cost per enrollee, 1971-80*

Year	Appropriation (millions of dollars)	Number of enrollees	Cost per enrollee (dollars)
1971	2.5	2,676	934.23
1972	3.5	3,495	1,001.43
1973	3.5	3,510	997.15
1974	10.0	9,813	1,019.06
1975	13.2	12,984	1,016.64
1976	32.0	23,114	1,384.44
1977	60.0	37,381	1,605.09
1978	60.0	46,808	1,281.83
1979	60.0	39,495	1,519.18
1980	54.8	33,900	1,616.52
Total	299.5	213,176	1,404.94

Appendix N.—*Youth Satisfaction*

For most of the 10 years the Youth Conservation Corps has been in existence, enrollees have been asked to respond to certain questions expressing their personal satisfaction or lack of satisfaction with their YCC experience. The questions each year have been similar; and almost without exception, each year's responses have been positive.

For example, in 1976, the first year a Youth Satisfaction Questionnaire was administered, most responses ranged from 3.5 to 4.8, on a scale of 1 (complete dissatisfaction) to 5 (complete satisfaction). The major indices were : overall satisfaction with the program, level of enrollee participation in camp decisions as perceived by the enrollee, satisfaction with the relevance of environmental education component, and satisfaction with relationships with other campers and personal growth in terms of getting along with people.

In 1977, for the same indices, most responses ranged from 4.0 to 4.7.

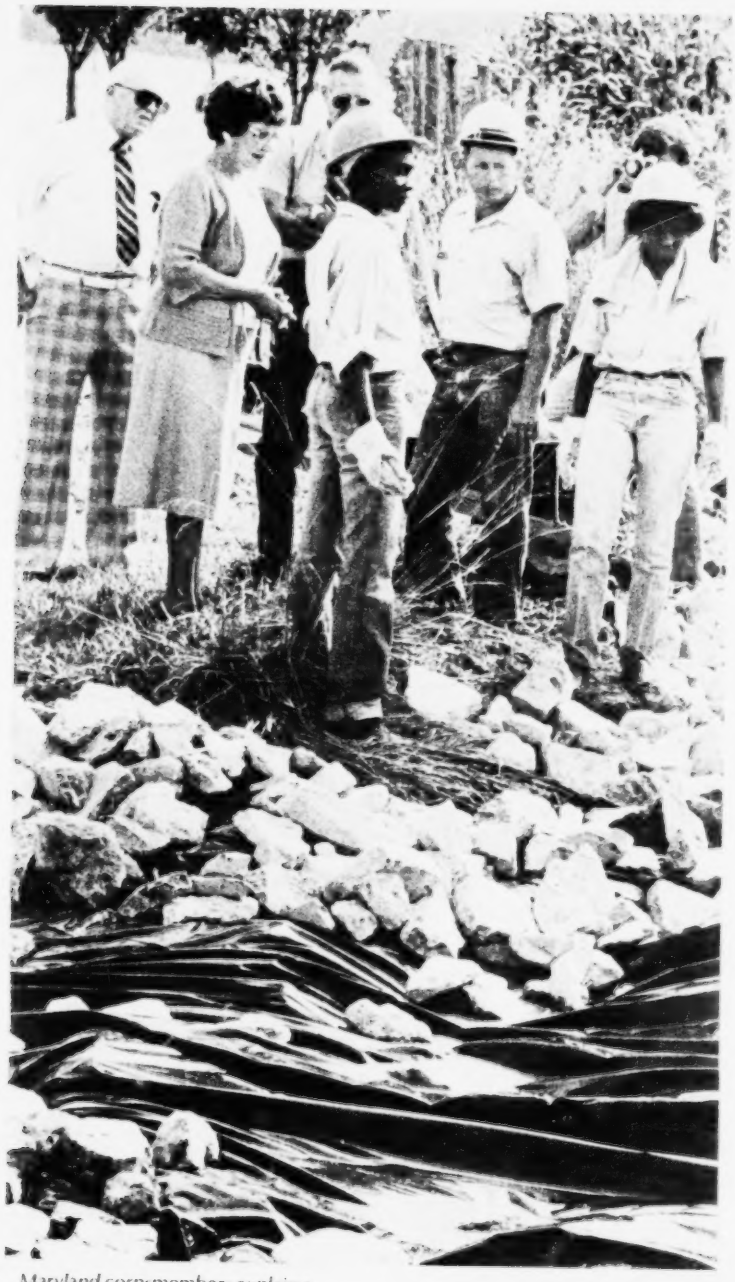
In 1978, indices were revised to reflect major benefits identified through the Long-Term Benefits Study conducted by the U.S. Department of Agriculture, Forest Service, Rocky Mountain Forest and Range Experiment Station, Fort Collins, Colo. The indices were : increased awareness and appreciation of the environment, improved work habits and work skills, improved ability to get along with others, increased self-confidence, and improvement in the enrollee's basic orientation to life. Results again indicated the enrollees' tremendous satisfaction with the YCC program. In answer to direct questions relating to how well they liked YCC, 99 percent of the enrollees surveyed said they liked it. A survey conducted of enrollees' parents that same year revealed that 99.5 percent of those enrollees' parents felt their children liked YCC.

In 1979, a special random sampling survey showed that practically all enrollees had positive feelings about their YCC experience. Overall, 94 percent of the enrollees indicated they either "liked" or "really liked" their summer YCC experience. Also, 65 percent went so far as to say their YCC experience was either "probably" or "definitely" one of the best experiences of their lives.

In 1980, youth satisfaction pre- and post-camp surveys were conducted at all Forest Service camps with similar positive results. The use of the survey early in the camp season, however, made the results useful as a local camp management tool for improving current year operations.

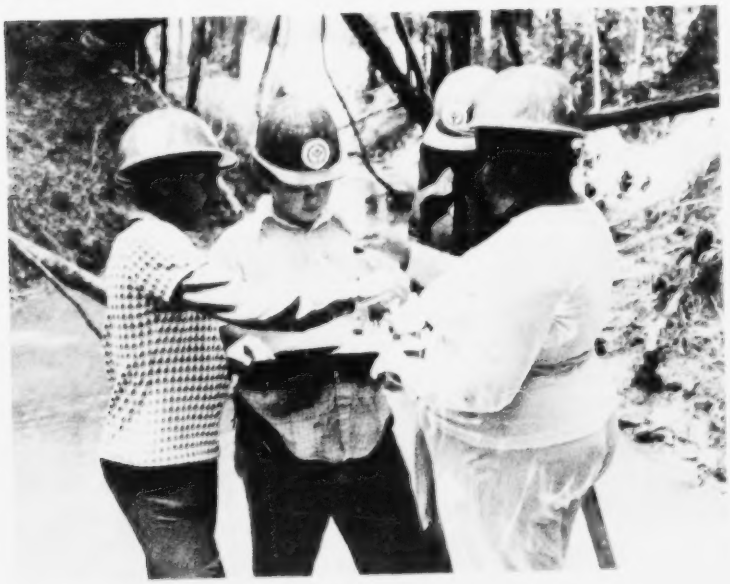
Because of the consistency of the responses to Youth Satisfaction Questionnaires, it has not been necessary in later years to ask the same type of questions of all camps. Surveying a representative sample of enrollees has proven to be adequate.

In addition, related research, such as the Long-Term Benefits Study, has shown many similar conclusions. In other words, whatever approach is used, the research consistently shows that almost all enrollees *really* like the YCC program and consider their participation in it as one of the most meaningful and satisfying experiences of their lives.



Maryland corpsmembers explain a work project to visiting dignitaries.

Corpsmembers maintain a plantation in the Windward Hills Conservation Area, Guam.



Corpsmembers study water quality as an environmental awareness activity at the Tombigee Ranger District camp in Mississippi.

This corpsmember working on the Hiawatha demonstrates that hard work can be fun.

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